

# ESEA Section 1003(g) School Improvement Grants

## APPLICATION COVER PAGE

District Name: Westside Community Schools	District Mailing Address: 909 South 76 <sup>th</sup> St. Omaha, NE 68114
County/District Number: 28-0066-000	
District Contact for the School Improvement Grant	
Name: Ruby Larson	
Position and Office: Director of Elementary Teaching & Learning	
Contact's Email Address: Larson.ruby@westside66.net	
Contact's Mailing Address (If different from District Mailing Address listed above): NA	
Telephone: 402-390-2108	
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President of the School Board (Printed Name): Scott Hazelrigg	Telephone: 402-390-2105
Signature of the President of the School Board  X _____	Date:
Authorized Representative of the District (Printed Name): Ruby Larson	Telephone: 402-390-2108 Email: Larson.ruby@westside66.net
Signature of the Authorized Representative:  X _____	Date:
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

## SECTION 1. DISTRICT INFORMATION

### PART A. SCHOOLS TO BE SERVED

- A.1 Complete the information in the table for each school in the district included in this application. Identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Paddock Road Elementary	28-0066-009			x						

- A.2 If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

### PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

#### Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Improvement Plans included in the NCLB Consolidated application, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of six intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2, Descriptive Information School Level, Action Plans, and Budget forms have been designed to ensure that all the

requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

Paddock Road Elementary is in year 2 of Title I School Improvement Status. For 2014-15, 75% of Paddock's students in grades 3-6 were proficient on NeSA-Math. The state math and reading goals for last year were to have 100% of students in grades 3-6 proficient on math standards. The Free and Reduced subgroup was designated as Not Met in both Math and Reading for 2014-15. The school's Free and Reduced students scored 55% proficiency in math in 2014-15 (20% below their All Students) 85% proficiency in Reading (7% below their All Students). Additionally, Paddock's students receiving free/reduced meals scored 64% proficiency in Writing (10% below their All Students) and 54% proficiency in Science (19% below their All Students).

Because of the Needs Improvement status, Paddock Road will develop and implement a plan to help all students in the Free and Reduced subgroup to attain proficiency in both Reading and Math. The plan will include strategies to promote parent involvement as well as incorporate instructional strategies based on scientifically based research.

When Paddock's team met to discuss submitting this School Improvement Grant application, we asked ourselves what actions we could take to make the most dramatic impact on student achievement. The research is clear: teacher quality is the single most significant factor affecting student achievement, and teachers who participate in high quality, job-embedded professional development advance their teaching skills, leading to improved student achievement.

- B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

This grant will allow the District to support Paddock Road Elementary by employing a full-time instructional coach there. Paddock Road is one of our four Title I buildings. Like all Westside schools, it is a neighborhood school that the community takes pride in. Its Free/Reduced population has been increasing steadily over the past few years; it was 32% F/R in 2009-10; this year it passed the 40% mark and went from Targeted Assistance to Schoolwide Title status. Because the three other elementary schools in Westside that are in Needs Improvement status (Hillside, Westbrook, and Westgate schools) currently have instructional coaches in place funded by either a Learning Community grant or a Nebraska LEA SIG, the District will also lend support by implementing training for the new instructional coach, provided by the three veteran coaches who have been in their role for two or more years. Additionally, the District will allow release time for semi-monthly meetings during which all four instructional coaches will plan professional development in their respective buildings, set goals, and monitor progress. Westside's Board of Education has been very supportive of our use of instructional coaches and they would like to see this work further expanded.

District administrators will work with the school's administration to improve the effectiveness and sustainability of the school's Student Assistance Team (SAT) and Multi-Tiered Systems of Support (MTSS) processes. District support will also help to improve the school's methods of collecting and analyzing both qualitative and quantitative data to best inform the school improvement decision making process. This will include the implementation of Illuminate, a data warehouse, to manage data and create standardized assessments, beginning in 2016-17.

Additionally, the District will support Paddock by providing other resources (i.e., professional membership fees, costs associated with attending conferences) needed to effectively lead teachers in their implementation of research-based interventions. The District will also provide financial support to allow selected staff to work with the instructional coach beyond contract times, as needed.

- In examining the needs at Paddock Road, building and district administrators analyzed data from a variety of sources, including results from the Fall 2015 Gallup Student Poll. As demonstrated in the table below, although Paddock students scored higher than both the U.S. and District averages in three of the four areas, they scored the lowest in the District on Career/Financial Literacy. Gallup defines Career/Financial Literacy as, "the information, attitude, and behaviors that students need to practice for healthy participation in the economy. Wise economic choices can contribute to a thriving life." This is an important area, and the District will support Paddock in implementing Gallup-devised strategies to address the need.

GSP Fall 2015	U.S. Avg.	District Avg.	Paddock Road
Engagement	3.57	3.93	4.07
Hope	4.25	4.22	4.26
Entrepreneurial Aspiration	2.48	2.36	2.51
Career/Financial Literacy	3.3	3.5	2.32

Another source of data examined was the District's Fall 2013 Focus Group report conducted as part of Westside's organizational visioning process. Students, parents, and teachers participated. Several common themes emerged throughout the process which were considered by the team who drafted Paddock's School Improvement Grant Application:

- Changing demographics in the community and schools are presenting new challenges and demanding new skills and approaches to ensure quality learning for all students.*
- There appears to be a growing consensus that the education students receive needs to become more customized or personalized to meet their particular learning needs and interests.*
- There is a perception that there is increasing pressure for standardization, which competes with innovative, creative, responsive teaching and learning opportunities.*

These themes point to the need to support teachers as they struggle to personalize learning opportunities for a population of students that is rapidly changing. Teachers have a strong desire to provide more differentiated instruction, but they lack the skills to do so effectively. An instructional coach at Paddock would provide that support by co-planning, co-teaching, doing demonstration lessons, and assisting in devising, implementing, and tracking the results of quality, classroom-based assessments in classrooms. The instructional coaching model will support but not supplant other services (i.e., Title I reading, MTSS, special education, etc.).

This need for a more personalized approach to learning has also led the District to completely revamp its Elementary master schedule two years ago. With the assistance of Dr. Robert Canady, a team of elementary administrators created a new master schedule lengthened the school day by ten minutes, allowing for the creation of a daily Intervention/Enrichment block, as well as increasing the time devoted to Math and Language Arts instruction.

Another important factor we considered in determining the need for an instructional coach at Paddock Road Elementary is support for the new principal there in 2016-17. Mr. Scott Becker, currently a dean at Westside Middle School, has been selected to lead Paddock's staff next year. Mr. Becker is both knowledgeable and enthusiastic, but he knows that quite a learning curve awaits him and he feels he would benefit from an instructional coach who could assist him in providing the instructional leadership at Paddock.

- B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.

**Past History of Successful Reform Initiatives School Improvement Efforts:**

Paddock's school wide improvement goal for the five AdvancED cycle that we just completed (our external visit was in April 2016), was "all students will improve reading comprehension." Despite the fact that Paddock's Free/Reduced population has increased significantly in three years, the proficiency percentages in 3<sup>rd</sup> -6<sup>th</sup> grades ranged from 92-100%. Reading was an area of focus over the past five years, and it shows.

During our last school improvement cycle, increasing stakeholder involvement was a suggested area of improvement. The building leadership encouraged staff to communicate with families in a more timely and frequent manner through the use of newsletters, Twitter accounts, and websites. The leaders also worked hard to create a stronger partnership with the school's Community Club (PTA). After learning that literacy was the school's goal, the Community Club created a Read-a-Thon fundraiser, where students read and collected pledges based on their reading goals. The event was very successful and further supported building a culture of learning.

**Current Improvement Efforts:**

**Utilizing Parent and Community Volunteers:** Paddock has recruited parents and empty nesters in the neighborhood to work with selected students one-on-one to improve their reading skills.

**RAZ Kids:** Paddock purchased RAZ Kids, which gives us access to the Reading A-Z library of books as well as comprehension tests and an online interface for teachers to match texts to students and have students record fluency practice for teacher evaluation. With strong correlations

between fluency and comprehension, this provides an excellent tool for independent student practice both at school and from home.

**Rocket Math:** Since 2009, Paddock has implemented the Rocket Math fact mastery program. Teachers provide daily opportunities for fact practice and check for mastery in a sequenced program of study. Paddock provides teachers the support of an Educational Assistant to monitor, check, and report back progress. This year Paddock did a validity check of the program and made adjustments to ensure the program was being implemented fully and effectively.

**Book Study:** In 2015-16, Paddock staff used *Motivating Students* by Carolyn Chapman and *Differentiated Activities and Assessments Using Common Core Standards* by Carolyn Coil to learn about and implement strategies to increase student engagement and increase achievement.

**Summer School:** Paddock has a Title I summer school for students who tend to regress over the summer. Students attend the summer program to maintain their current level of reading or improve. The five-week program meets daily from 8:30-11:30 a.m. and focuses on math and reading.

**Block Schedules:** In 2014-15, the Westside School District revamped elementary schedules at all K-6 buildings to fixed block schedules that include intervention and enrichment time. Instead of building schedules around special classes like PE, music, art, and Spanish, we built the schedule around core instruction time. Third through sixth grade students use a daily 43-minute I/E (Intervention and Enrichment) time to actively involve students in learning through passion projects. Teachers also collaborate with support staff to best meet the needs of all students through small group intervention or enrichment.

**MTSS:** Paddock Road utilizes a Multi-tiered System of Supports (MTSS) model to address the academic and social/emotional/behavioral needs of all of the students in our school. We use several assessments to screen all students reading, math, and behavior skills in the fall, winter, and spring. Screen data is used to identify student for additional intervention. The MTSS team uses an intervention matrix to ensure that interventions implemented are research based. The MTSS team meets monthly to review students' data and make necessary changes to interventions. Teams also review grade-wide data to determine the effectiveness of our core curriculum. Paddock Road employs a reading coordinator, two math intervention educational assistants, and has access to receive additional support from an instructional coach. In addition, teachers have weekly PLCs to review data and discuss new ideas or strategies to use with students.

**Teams:** Several school teams exist that will support the Title I schoolwide plan. Certified staff, including teachers, the counselor, the school psychologist, and the principal are members of these teams. Parents are also members. At Paddock Road, there is a Problem-Solving Team that meets at least monthly to track and discuss all concerns related to academics and behavior. The ACES Team specializes in Positive Behavior Interventions and Supports (PBIS) and targeted behavior interventions. The team examines behavior screen data to determine the effectiveness of the core PBIS model. Students are also identified for intervention with this information. The ACES team also analyzes intervention progress-monitoring data to make decisions about current behavior plans. The Student Assistance Team (SAT) meets to

discuss academic interventions for students referred for academic intervention. The MTSS team uses several assessments to screen all students' reading and math skills in the fall, winter, and spring. Screen data is used to identify students for additional intervention. The MTSS team uses an intervention matrix to ensure that interventions implemented are research based. The MTSS team meets monthly to review students' data and make necessary changes to interventions. Teams also review grade-wide data to determine the effectiveness of our core curriculum. Additionally, grade level teachers meet weekly as a PLC to discuss student data and plan classroom strategies and lessons.

**Use multiple sources of data:** Paddock Road staff use multiple sources of data to measure student achievement. Assessments include:

- NeSA reading, math, writing, and science tests
- Measures of Academic Progress (MAP) norm-referenced test (administered in grades 3 & 5) (prior to the 2015-16 school year the SAT10 and OLSAT tests were administered)
- AIMSweb and local sight word tests are administered to screen reading and math skills in the fall, winter, and spring.
- Monitoring of attendance

Data are collected and analyzed frequently to determine needs and trends.

At Paddock Road Elementary School, teachers are an integral part of data analysis teams and assessment decisions. Various assessment teams exist at Paddock Road. Grade level teachers meet weekly as a Professional Learning Community (PLC) to analyze classroom data and make decisions about instruction. The reading MTSS team consists of the school's administrators, classroom teachers, special education teacher, reading coordinator, school psychologist, and the English Language Learner (ELL) teacher. The MTSS team meets to analyze screen data and make decisions about core instruction and students who need intervention every fall, winter, and spring. In addition, teams meet monthly to examine progress-monitoring data and determine how students receiving intervention are progressing. Math data is also used to identify students for intervention every fall and winter. In addition, teachers have been involved in data retreats to analyze state assessment results, including by the various demographic groups. Staff members have also analyzed office referral, hope and engagement survey results, and behavior screen data at data retreats.

**New Certified Staff Mentoring:** New certified staff is provided with an extensive support system as explained in the New Certified Staff Guidelines. New Certified Staff participate in the district's Lighthouse Educator Academy, which is professional development designed for New Certified Staff. Throughout the staff member's first three years, they learn about effective instruction and are observed and coached by staff development facilitators who help them implement what they have learned. In addition, all teachers new to Paddock Road Elementary School are assigned a mentor through the Westside Community School District's Mentoring Program. New staff members meet with his or her mentor regularly to touch base, ask questions, share concerns, etc. Mentors promote effective instruction by advising on the implementation of outcomes and assessments and the use of best practices in each content area. The mentors share curriculum resources and materials as well as



classroom management and behavior strategies. In addition, the mentors serve as a liaison to district resources.

**PD at Paddock to focus on school goals:** Teachers focused on these goals in the 2015-16 school year:

- I will provide students with voice and choice during instruction and/or assessment.
- I will increase active participation by focusing on the critical attributes of the delivery of instruction.
- I will purposefully use iPads as instructional tools to support student learning.☐
- Educators will use a 4:1 positive to negative ratio for providing feedback to students.
- Educators will use de-escalation strategies (e.g. coupling statements, specific praise, empathy statements, reality statements, and cool down time) to bring students into compliance before removing them from the learning environment.

Teachers will use Proactive teaching strategies for social skill lessons.

Paddock Road Staff are surveyed in order to determine professional development interests and needs. All staff members of Paddock Road Elementary School (certified and classified) participate in various professional development opportunities to address student's needs and effective teaching practices. The professional development focus this school year has included Effective Elements of Instruction and differentiation and engagement. Certified staff members log all professional development participation throughout the year. At the beginning of the school year, the district hosts an Educational Assistant Conference to provide multiple training opportunities to all district paraprofessionals. Example topics from the conference include assistive technology, correcting problem behaviors, supporting literacy, and first aid. Educational Assistants provide feedback about what they learned at this conference and what topics would should be provided at future conferences.

**Increased learning opportunities:** Paddock Road offers several opportunities to extend learning for all students. Paddock Road staff members work together, and with the community, to plan and develop these extended learning opportunities. These learning opportunities include offering 8 weeks of Fine Arts Clubs after school. Teachers, parent volunteers, and paraprofessionals taught these clubs which included topics such as writing, performing arts, dance, a tinker lab, and yoga. For the past three years, Paddock Road has held Schoolwide Enrichment Activities in the spring. Schoolwide Enrichment Activities allow students to have some voice and choice in their learning. Students rate their interest in class topics. For six weeks students attend the Schoolwide Enrichment class to create an authentic product of their interest. Class examples include science, coding, movie making, space, art, sports, and much more. Paddock Road also offers two Learning Celebrations. These Learning Celebrations are partnered with Community Club activities in the evening. The purpose of the Learning Celebrations is to invite students and parents to a night of food and learning games. The goal is to show families different strategies to practice reading, writing, and math skills; and how to make practicing these skills more fun. Other



examples of extended learning opportunities include a Tinker Lab for students to explore in the library, homework clubs, reading, writing, and math clubs. Every summer, Paddock Road partners with a neighbor Title I school to offer a 5fiveweek reading, writing, and math summer school. Certified teachers teach the summer school classes. Students are also given breakfast and lunch as a part of this program.

#### **Credentials of Staff**

##### **Teacher Qualifications**

The Paddock Road staff consists of a principal, a teacher leader/school psychologist, 14 classroom teachers, two special education teachers, Library/EY teacher, reading coordinator, and a Guidance counselor. Several specialists (Art, Music, PE) divide their time between Paddock Road and a "sister school."

The following chart provides a summary of Paddock's teachers' credentials.

Last Name	First Name	Position Description	Yr s Ex	Highest Degree	Professional Development Attended
CULLY	TERRI	TEACHER – K	26	MASTER OF ARTS	PLC's every Wed throughout the school year/ variety of presenters,Language Arts/ Reading team/ 8/7/14,Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data, & Class Meetings/ Poell, S,Technology and Classroom Management/ Matt Lee/ 01-19-2015,Nuts and Bolts/ Patterson/ 8/8/14,ACES/ Poell & Lieske/ 8/20/14,Benchmarking/ McKeivitt & Strecker/ 8/25/14,Language Arts/ Journey's Reps/ 8/29/14,Language Arts Framework/ Patterson/ 9/3/14,Tier 2 behavior plans and sensory breaks/ Kerri Lewis & Ashton Henderson/ 02/18/2015 ,District Opening/ Dr McCann/ 8/5/14,Distict Opening Presentation/Dr. Tanya/ 8/6/14,District Opening Ipad roll-out / 8/6/14,District Opening Talent Ed/ / 07/28/14
SINDT	KATIE	CURRIC. SPECIALIST – EXCEL. IN YOUTH	20	MASTER OF ARTS	Confratute/Renzulli/07-13 through 07-17-2014,Literacy Framework/Technology/Authentic Learning/McCann/08-05-2014,MTSS/Hilo/08-06-2014,Elem. Lang. Arts/Kruse, Larson/08-07-2014,Paddock Nuts and Bolts/Patterson/08-08-2014,Think Central/Journey's Rep/08-29-2014,Language Arts Framework/Patterson/09-03-2014,SAMR/Lee/10-20-2014,Google Tips and Tricks/Lee/10-20-2014,Tech. and Classroom Management/Lee/01-19-2015,iMovie/Brown/01-19-2015,iBooks/01-19-2015,HAL Advisory/Thomsen/09-04-2014,HAL Advisory/Thomsen/11-14-2014,Tier 2 Behavior Plans and Sensory Breaks/Lewis and Henderson/02-18-2015,NAG Conference/Leppien, Siegle/02-26 and 02-27-2015,NETA/Bellow and Couros/04-23 and 04-24-2015,

ELLIOTT	JAMIE	TEACHER - 2ND GRADE	8	MASTER OF EDUC.	Language Arts/ Reading team/Pedroza/bloomquist/yandell 8/7/14,Nuts and Bolts/ Patterson/ 8/8/14,ACES/ Poell & Lieske/ 8/20/14,Language Arts/ Journey's Reps/ 8/29/14,Language Arts Framework/ Patterson/ 9/3/14,Google 102/ Matt Lee/ 10/20/14,SAMR Part 2/ Matt Lee/ 10/20/14,Technology and Classroom Management/ Matt Lee/ 01-19-2015,Pic Collage/ Mandy Goecke & Matt Kock/ 01-19-2015,Going paperless in the classroom (Notability App)/ Tony Gunter/ 01-19-2015,Tier 2 behavior plans and sensory breaks/ Kerri Lewis & Ashton Henderson/ 02/18/2015,Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data, & Class Meetings/ Poell, Sorrell/Pedroza
SPADY	LYNN	CURRIC. SPECIALIST - EXCELLENCE IN YOUTH	17	MASTER S PLUS 30	MTSS/Tanya Ihlo/08-06-14,Language Arts/Larson,08-07-14,Technology/Matt Lee/08-29-14,Safe Schools Online Training, ACES/Stegman/08-05- 14,School Wide Behavior Plan/Broshar, /08-13-14,School Wide Goals/Collaborative Teams, Broshar/09/10/14,School Design /McCann/09-11-14,School Goal- Planning to the Edges/Broshar/09-24- 14,Differentiated Topics/Broshar/10-8- 14,School Goal-Stages of PLC/Broshar/10-29-14,School Goal-5 Dysfunctional/Collab. Teams/Broshar/12-10- 14,AdvanceEd/Broshar/1-09-15,Team Collaboration/Broshar/1-21-15,Charlotte Danielson Training/Sue Presler/1-6, 1- 20, 1-30-15,iPad app session /2-18- 15,Stages of Team Developmt./Broshar/4-29-15,Math Teacher Circle/UNO-Various Presenters/2nd Tuesday of Each Month,Gifted Presentation at College of Saint Mary/09-24-14,C4L Training at ESU3/Larson/11-21-14

HEFLIN	LEANN	TEACHER - SPECIAL EDUC.	30	MASTER OF SCIENCE	TEACCH Autism Training/Terri McGill ,June 4-5, 2014,Develop U/Apple Tech Team June 10-11, 2014,Corrective Reading/Company Rep July 29, 2014,Emergency Response Team/Karen Bakewell Aug. 28, 2014,Journey's Training/Company Rep August 29, 2014,Leveled Literacy Training/Randy VanDyne Sep. 8. 2014,Data Review Format Training/Jenny Brockman Oct. 6, 2014,Leveled Literacy Integration Kami Jessop October 27, 2014,Technology; Classroom Management January 19, 2015,Special Education NeSA/Jenny Brockman March 12, 2015,Corrective Reading Training/Kaela Heneger May 19, 2015,Special Education/Kami Jessop 8/5/2014,MTSS Framework/Tanya Hilo 8/6/2014,Language Arts/Reading Team 8/7/2014,Nuts and Bolts/Patterson 8/8/2014,ACES/Megan Poell & Sarah Lieske 8/20/2014,Language Arts Framework/ Patterson 9/3/2014,SAMR/Matt Lee 10/20/2014,Google/Matt Lee 20/21/2015,Google Docs/Mandy Goecke 1/19/2015,Going Paperless in the Classroom/Tony Gunter 1-19-2015,Tier 2 Behavior Plans & Sensory Breaks/Kerri Lewis & Ashton Henderson 2/18/2015Beh. Data, Good Beh Games, Tattling/Reporting, HOPE Data, Class Meetings Poell 3-2015,
JOHNSON	GAIL	TEACHER – INSTRUM. MUSIC	20	MASTER OF ARTS	Develop U, June 2014,Personalized Learning: 8:5;2014: McCann,Music Technology: 8:6:2014: Ingraham,Multi- disciplinary teams: Ruby Larson: pre- opening,Safety: Harding,Reading Principles: Harding,Blood Borne Pathogens: Video course,SAMR: Gunter: 10/20/2014,Google 101: Ingraham: 10/20/2014,Google Docs: Lee: 10/20/2014,NSBA Convention: March 2015

WRIGHT	PATTY	TEACHER - ART	23	MASTER OF SCIENCE	Building/Special Education/ Melisa Williams/ 08-05-2014,District/Department Training/Meetings/ 08-07-2014,District/SAMR Basic/Tony Gunter/ 08-29-2014,District/SAMR Advanced/ 08-29-2014,District/ Google Tips and Tricks/101:gmail, Groups/ 08-29-2014,Building/ Literacy Framework/Kim de la Cruz/ 08-29-2014,District/ Nexting/ 09-10-2014,District/Knowmia to Create Flipped Classroom/Jessica Faus, Jeanette Klepp/ 10-20-2014,District/ Getting Googley in the Classroom/Chelsea Schjodt, Mikayla Baker/10-20-2014,Building/Instructional Rounds/ 10-8-2014,District/SafeSchools Online Training/BBP Exposure/11-2014,District/SafeSchools Online Training/Allergies and Asthma/11-2014,Building/Problem Solving and Higher Order Thinking Skills/ 11-05-2014,District/Nexting#westside66hope video/11-19-26-2014,District Google Classroom/iMovie, pics to tell stories/ Matt R./01-19-2015,District/ Future Planning: WCS Vision and Goals/02-16-2015,Building/PBIS Training/ 02-16-2015,Building/ Literacy Frameworks: Set and Closure/03-09-2015,Building/ Instructional Rounds/ 04-28-2015,Personal/Imovie for Teachers/ CCC Mat Lee/3-19-2015
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GOECKE	MANDI	TEACHER - 4TH GRADE	14	MASTER OF EDUC.	Language Arts/ Reading team/ 8/7/14,Nuts and Bolts/ Patterson/ 8/8/14,ACES:Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data; Class Meetings/ Poell, Sorrell,/ Poell & Lieske/ 8/20/14,Language Arts/ Journey's Reps/ 8/29/14,Language Arts Framework/ Patterson/ 9/3/14,SAMR Part 2, Google Calendar,/ Matt Lee/ 10/20/14,Pic Collage/Matt Kock/ 01-19-2015,Sensory breaks/ Kerri Lewis; Ashton Henderson/ 02/18/2015,Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data; Class Meetings/ Poell, Sorrell,,Task Force Committee Meeting/Blane McCann/8-28-14,PD Technology Sessions-WHS/8- 29/14,Task Force School Tours-all day/Task Force Mtg/McCann/9-11- 14,Task Force Mtg/McCann/9-23- 14,Personalized Learning Early Adopters/Weichel/9-24; 25- 14,Personalized Learning Early Adopter mtg/ Larson/10-3-14,PR Tech Meeting/Kock et al/10-20-14,SAT Meeting-recurring on Wed/Patterson, Poell,PLC-recurring on Wednesdays/Rockbrook or PR/Patterson,Task Force Mtg- ABC/McCann/10-23-14,PR Tech Meeting/Kock, Anders, Heflin/10-24- 14,PR Tech Day/Kock,, Anders, Heflin/11-4-14ABC Task Force Meeting/McCann/11-10-14,ABC Task Force Meeting/McCann/11-24- 14,SafeSchools Online Training- Bloodborne Path, Allergy asthma Training/Online TalentEd/11- 26/14,Personalized Learning Training- DLR Group/Weichel/12-10-14,WMS Tech Break out Sessions-Kock1-19- 15,PeWaukee WI Trip-Personalized Learning/Weichel-Patterson/2-15/16- 15,Strategic Plan Mtg-CCC/Beth Welke/3-4-15,Task Force Mtg/ABC- McCann/3-11-15,Personalized Learning Weichel ABC/5-5-15
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ELLIOTT	JAY	TEACHER - PHYSICAL EDUC.	13	MASTER OF EDUC.	MTSS/ 8-6,Student Wellness Policy/ Larson/ 8-14,Emergency Response Training/ Bakewell/8-28,Google/ Lee/ 8- 29,Gmail/ Gunter/ 8-29,Student Wellness/ Larson/ 9-4,AdvanceEd & School Design/9- 11,Mandt/Philo/9-15&16,Student Wellness/ Larson/ 10-9,Emergency Operations/ Schonewise/10-13 & 14,Tech Team/ Kock & Anderson/ 10-29,Emergency Operations/ 11-5,Fuel Up to Play 60/Larson/11-7,Teacher Mentoring/ Irish/11-18,Student Health and Wellness Curriculum/Sides/11- 19,Emergency Operations/12- 2,Emergency Operations/12- 15,Charlotte Danielson Training/1-6 & 1-16 & 1-30,School Wellness Policy/ Larson/ 2-3,Emergency Operations & All Admin/ Lt. Greer/2-5,PE Curriculum Toolbox/Sides/2-10,Sex Education Committee/Sides/2-26School Design/4- 6,Student Transportation Policy/4- 23,School Design, Paddock/4-29,School Design/ 5-7
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LEWIS	KERRI	TEACHER - 1ST GRADE	9	MASTER OF EDUC.	MTSS/Weichel & Jessop/08-06-2014, Writing/Deb Kruse/08-07-2014, ACES/Megan Poell/08-08-2014, Master Mentor Meetings with Mentees/Kerri Lewis/Weekly Quarter 1, Language Arts/Journeys/08-29-2014, NCS/Betts/09-09-2014, ACES/Poell/09-24-2014, Language Arts/Kim Mac/10-01-2014, NCS Observations/Kerri Lewis/Quarter 2, Traego/Traego/11-10-2015 & 11-11-2014, Diversity/Weichel/11-18-2014, Leadership Westside Course/McCann/11-20-2014, Leadership Westside Course/McCann/12-3-2014, Leadership Westside Course/McCann/12-11-2014, NCS/Kerri Lewis/twice monthly Q2, Leadership Westside Course/McCann/12-16-2014, Leadership Westside Course/McCann/1-8-2015, Diversity/Weichel & Eyemann/1-9-2015, Technology/Gunter/1-19-2015, Diversity/Eymann & Lewis/1-19-2015, Leadership Westside Course/McCann/1-29-2015, Charlotte Danielson/1-6-2015, 1 20-2015, 1-30-2015 Leadership Westside Course/McCann/2-19-2015, Leadership Westside Course/McCann/3-26-2015, Leadership Westside Course/McCann/5-7-2015
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LAFOND	TAMI	TEACHER - 5TH GRADE	6	BACH. OF SCIENCE	Advanced iPad/Apps Reisler/06-10-2014,Creating Content on the iPad/Reisler/06-10-2014,Apple TV/Airplay/ Oschner/06-11-2014,ACES Matrix-Behavior Plan/ Broshar/08-05-2014,iPads in the Classroom/ Ingraham-/08-27-2017/11-2014,Plum Creek Literacy Conference/ Hoyt-/09-27-2014, Student Success/Science Matters-PKI/10-11-2014,Explain Everything/Brown/ 10-23-14,Google Tips102/ Lee/10-20-14,Dreambox Learning/Pearce/01-19-2015,Google Forms/Sherman/01-19-2015,Google Search Engine/Dickhut/01-19-2015,Technology Classroom managemt./ Lee/01-19-2015,Technology in the Classroom/Fye/2-18-15,Decoding Support in G.R./Morrow/2-18-15,MTSS/Iblo/8-6-14,Language Arts/Van Dyne/8-7-14,Reading-Journey's/ 8-29-14,Technology/Lee/8-29-14,Safe Schools/11-2014,ACES/Stegman/8-5-14,SAT referrals/Stegman/8-8-14School Wide Behavior Plan/Broshar/8-13-14,Getting to Know Journeys/Morrow/8-18-14,EY/Spady/8-20-14,CIP Collab. Teams/Broshar/8-20/14,; F&P Training/Wendt-Fayman/8-27-14,Literacy Framework/Broshar/9-3-14,School Goal-collab teams/Broshar/9-10-14,School Goal-Collab Teams/Broshar/9-17-14, Planning to the Edges/Broshar/9-24-14,School Goal-Stages of PLC/Broshar/10-29-14,IE Block/Broshar/12-5-14,ACES-Good Behavior Games/Stegman/12-10-14,School Goal-Dysfunctional Collab Teams/Broshar/12-10-14,Differentiation /Broshar/12-17-14,Classroom managemt. review/Broshar/1-9-15,Team Collab/Broshar/1-21-15,Technology-app sharing/Spady/2-18-15,NeSA prep/Broshar-/2-25-15,Book Study-Explaining Reading/Morrow/5-6-15
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MOORE	ALEE	TEACHER - SPECIAL EDUC.	5	BACH. OF SCIENCE	Literacy Framework/Technology/Personalized Learning/Dr. McCann/8-5-14,MTSS/Dr. Tanya Ihlo/8-6-14,iPad Roll Out/Lindgren, Lee/8-6-14,Language Arts/Kruse, Dichut, Turner, Larson/8-7- 14,Bullying/McGill/8-8- 14,ACES/McGill, McKevitt/8-20- 14,MTSS Benchmarking/Psychs, Strecker/8-25-14, Think Central/Journey's Trainer/8-29- 14,Technology/Matt Lee/8-29- 14,Literacy Framework/King/9-3- 14,TalentEd/King/9-7- 14,AdvancED/King/9-7-14,SAMR/Matt Lee/10-20-14,Google/Matt Lee/10-20- 14,MTSS/McKevitt/10-29-14,Hoyt Writing/Kruse/11-19-14,Bloodborne Pathogen/SafeSchools/11-30-14,Asthma & allergies/SafeSchools/11-30- 14,Classroom Management for Guided Math/Falcone/3-11-15,Planning for Guided Math Groups/Falcone/3-25- 14,Math Workstations/Falcone/4-15- 2015,Folding-In Intervention/Falcone/4- 22-15First 20 Days of Math Workshop/Falcone/4-29-15,Corrective Reading/ Kaela Heneger/5-19-15
WURTH	LISSA	TEACHER - 6TH GRADE	8	BACH. OF ARTS	Language Arts/ Reading team/ 8/7/14,Nuts and Bolts/ Patterson/ 8/8/14,ACES/ Poell & Lieske/ 8/20/14,Language Arts/ Journey's Reps/ 8/29/14,Language Arts Framework/ Patterson/ 9/3/14,LLI Intervention training/ Randy VanDyne/ 09/08/14,School Improvement/Design Team/ McCann & Sides/ 9/11/14,SAMR Part 2/ Matt Lee/ 10/20/14,Google 102/ Matt Lee/ 10/20/14,Technology and Classroom Management/ Matt Lee/ 01-19-2015,Pic Collage/ Mandy Goecke & Matt Kock/ 01-19-2015,Tier 2 behavior plans and sensory breaks/ Kerri Lewis; Ashton Henderson/ 02/18/2015

LIESKE	SARAH	TEACHER - GUIDANCE COUNS.	17	MAST. PLUS 30	Circle of Friends/Schlieder/05-15-2014,Elementary iTunes U Courses/Baier/06-10-2014,Creating Content on the iPad/Reisler/06-10-2014,Literacy Framework, Technology; Personalized Learning/McCann/8-5-14,MTSS vs. RTI/Tanya Ihlo/08-06-2014,Next Steps in MTSS/Ehlers/08-06-2014,ACES/Poell/08-07-2014,ACES Tier 1/ Poell and Lieske/08-20-2014,Bullying/ Lieske/08-20-2014,Introduction to iBooks Author/Gunter/08-29-2014,Westside Community Schools PK-12 Literacy Framework/ Patterson/09-03-2014,School Design Data Retreat/Weichel, McCann, Sides/9-11-14,Calming an Overactive Brain/ Kelley/09-24-2014,SAMR/Gunter/10-20-2014,Google Tips and Tricks/Lee/10-20-2014,Presentation with Apps/ Kock/10-29-14,Assessment with Apps/Heflin/10-29-14,Understanding Gender, Creating Gender Inclusive Schools/James/10-29-14,School Counseling's Future: Strengths, Weaknesses, Opportunities, and Threats/Mims/11-06-2014,Beyond Artificial Maturity/Dr. Tim Elmore/11-06-2014,Intentional Small Group Counseling/Luther/11-06-2014,From the Grief Room to the Classroom/ Barnes, Harvey, McGill11-07-2014The Secret Kindness Agents/Ferial Pearson/11-07-2014,Trauma Informed Schools/Glidden ; Brown/11-07-2014,Youth Suicide: Contemporary issues in prevention/intervention and postvention/Poland/11-18-2014,Top Tips for Digital Classroom Management/Matt Lee/1-19-15,iMovie for the iPad/Brown/1-19-15,Pic Collage/Kock/1-19-15,Multicultural Education/Weichel, Lewis, Eymann/1-19-15,Threat Assessment/ Bone and Jessop/5-12-15
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MILLER	MANDI	CURRIC. SPECIALIST - READING	14	MASTER OF EDUC.	MTSS/ Tonya Ihlo/ 07-29-2014,MTSS/ Tonya Ihlo/ 08-06-2014,Language Arts Training/ Chris Turner/Deb Kruse/08- 07-2014,LLI presentation/Jen Sinclair/ 10-06-2014,Language Arts Toolbox/09- 26&27-2014,AIMS web training/ Jenelle Strecker/ 09-15-2014,Gmail & Ipads/ Matt Lee/ 10-13-2014,LLI Q&A/Randeen VanDyne/10-27- 2014,Strategies for Using iPads for struggling readers/Jaime Bailey/10-29- 2014,Language Arts Toolbox/11-25- 2014,Pic Collage/ Matt Kock/ 01-19- 2015,Language Arts Toolbox/ 01-27- 2015,School Improvement/Blane McCann/Jim Sides/09-11-2014
OLECHOS	PATTI	TEACHER - SPECIAL EDUC.	23	BACH. OF ARTS	Structured Teaching Using Visuals in the Classroom Presented by Nebraska ASD Network 6/4/2014 6/5/2014
KALAL	PEGGY	TEACHER – K	28	MASTER S PLUS 30	MTSS Framework/Jessop; Ihlo/7-28- 14,Nuts; Bolts/Patterson/8-8- 14,ACES/Poell ; Lieske/8-20- 14,Language Arts/Journeys Reps/8-29- 14,Language Arts Framework/Patterson/9-3-14,Google 101/Matt Lee/10-20-14,Guided Math Reflections/Falcone/11-11-14,Pic Collage/Goecke/1-19-15,Videotaped Guided Math; Stations/Falcone/2-17- 15,Literacy Stations/Carlson/2-18- 15,Twitter/Matt Lee/2-23-15,Guided Math; Math Stations/Lisa Wortmann/2- 26-15,Technology; iPads/Lewis/3-5- 15,Technology; iPads/Lewis/3-24- 15,Tier 2 Behavior Plans and Sensory Breaks/Lewis; Henderson/2-18- 15,Social Studies Committee with LA Committee Kindergarten/5-5- 15,Personalization Committee/Weichel/5-5-15

FREMAN	MIKE	TEACHER – INSTRUM. MUSIC	28	MASTER PLUS 30	Elementary Professional Dev./Jeff Ingraham ESU#3/08/24/14, Elementary Professional Learning morning-Tool Tips Classroom/Matt Lee/01-19- 2015, Elementary Professional Learning morning-Google forms morning work/Tammy Sherman/01-19- 2015, Elementary Professional Learning morning-Google custom search engine/Kim Dickhut/01-19- 2015, Elementary Professional Learning morning-Google Classroom/Terri Kleinschmidt/01-19--2015, Elementary Professional Learning morning-Are you still paper trained?/Tony Gunter/01-19- 2015
ANDERS	ELLYN	TEACHER - VOCAL MUSIC	37	MASTER OF EDUC.	Workshops - 8/5-7/14, SAMR-Matt Lee 10/20/14, Google-Matt Lee 10/20/14, Custom Search Engine-Kim Dickhut-1/19/15, iMovie-Bridget Brown - 1/19/15, Ben Torres - Orff training 3/14/15
JOHNSON -ROMERO	LYNN	TEACHER - DEAF - HARD OF HEARING	3	BACH. OF ARTS	PLC meetings throughout the year, Listen Up! conference in Lincoln, NE. 6/15-17/15, D/HH SEAC meeting 2/18/15, IEP Facilitation 12/12/14, Supporting Success for Children with Hearing Loss conference 11/7/14, Visual Phonics workshop 10/10- 10/11/14, Signed English Skillshop 10/25-26/14, Signed English Skillshop 4/17-19/15, Deaf-Blind Summer Institute 7/17/14, Metro Regional Program planning meeting 5/21/15, Sertoma Meetings throughout the year, Westside All-Staff Development days throughout the year

SMITH	HOLLY	CURRIC. SPECIALIST - ENGLISH LANGUAGE LEARNERS	2	BACH. OF SCIENCE	Literacy Framework/Technology/ Personalized Learning/Dr. McCann 8-5- 14,MTSS:// Dr. Tany Hilo/8-6- 14,Elementary Language Arts/ Deb Kruze, Kim Dichut/ 8-7-14,Think Central/Journey's Trainer/ 8-29- 14,SAMR/Dr. Lee/ 10-20- 14,Google/Dr.Lee/10-20-14,Classroom Management/Dr. Lee/1-19-15,Pic Collage/Matt Kock/1-19- 15,iMovie/Westside Teacher/1-19- 15,iPad for ELLs/BEHR/2-9-15,ELP Standards Conference/Damgaard/5-15- 15
KILLION	KRIST A	TEACHER - 2ND GRADE	4	BACH. OF SCIENCE	Language Arts/Reading Team/ 8/7/14,Nuts and Bolts/Patterson/8/8/14,ACES/ Poell & Lieske/ 8/8/14,Language Arts Framework/ Patterson/ 9/3/14,Technology and Classroom Management/ Matt Lee/ 1/19/15,Glimpse of 2025/Group Work/ 2/16/15,NCS/Betts/ 5/12/15,ACES/ Poell/ 5/28/15,NCS/Betts/9/2014
HEFLIN	KELLY	CURRIC. SPECIALIST - EXCELL. IN YOUTH / TEACHER - LIBRARIAN	3	BACH. OF SCIENCE	Develop U / Various / 6/9/14 and 6/10/14,MTSS Framework / Tanya Hilo / 8/6/14,Library / Stacy Johnson / 8/7/14,Nuts and Bolts / Michelle Patterson / 8/8/14,ACES / Poell & Lieske / 8/20/14,Language Arts / Journey's Rep / 8/29/14,Wiki Pages / Nathan Bramley / 8/29/14,SAMR II / Matt Lee / 10/20/14,Google 102 / Matt Lee / 10/20/14,iMovie / Bridget Brown / 1/19/14,Google Custom Searching / Kim Dickhut / 1/19/14,Technology and Classroom Management / Matt Lee/ 1/19/14,New Certified Staff / Greg Bretts / 11/14/14,Library / Stacy Johnson / 1/14/14,Social Studies Curriculum / Karen Graff / 4/21/15,NETA / Various / 4/23/15 and 4/24/15,New Certified Staff / Greg Betts / 2/3/15,Library Curriculum (Resources) / Brenda Young / 4/8/15



LUSERO	KAMRI	TEACHER - 3RD GRADE	3	BACH. OF SCIENCE	<p>August 6th MTSS Training, August 7th Language Arts Training, August 27th Nexting PLC/Cyndi Reed, August 29th Professional Development/Journeys, September 16th NCS Yr2/ Greg Betts, September 26 Autism Meeting/Teri McGill, September 29th Mandt Training, September 20th Mandt Training, October/ Bloodborne pathogens online training, October 1 Grade Level PLC, October 20th Professional Development on Technology/ Greg Betts, October 21 Attach on Asthma, October 22 Grade Level PLC/ Hoyt, November 5 Grade Level PLC/ Writing, November 11 NCS Yr2/ Greg Betts, November 19 Grade Level PLC/ Writing, November 24 Nexting PLC, December 3 Grade Level PLC/ writing, January 14 Grade Level PLC, January 19 Professional Development, February 3 NCS Yr 2/ Greg Betts, February 11 Tech Day with Tech team February 16 Professional Development Day, bimonthly staff meetings/ Cyndi Reed, April 27 Summer School meeting/ Higginbotham and Harding, May 12 NCS Yr 2</p>
LATKA	LAURI	TEACHER - 3RD GRADE	4	MASTER OF EDUC.	<p>Language Arts/ Reading Team/ 8-6-14, 8-7-14, Nuts and Bolts/ Patterson/ 8-8-14, Aces/ Poell and Lieske/ 8-20-14, Language Arts/ Journey's Reps/ 8-29-14, Language Arts Framework/ Patterson/ 9-3-14, NCS/ Betts/ 9-23-14, 2-24-15, PLC/ Bloomquist/ 10-1-14, 1-14-15, Google 102/ Lee/ 10-20-14, Technology and Classroom Management/ Lee/ 1-19-15, Pic collage/ Kock and Geocke/ 1-19-15, Tier 2 behavior plans and sensory breaks/ Kerri Lewis &amp; Ashton Henderson/ 02/18/2015, ?Glimpse of 2025 PD/ Group Work/ 2/16/15, Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data, &amp; Class Meetings/ Poell, S</p>

MATHES	TORI	TEACHER – INSTRUM. MUSIC	4	MASTER OF ARTS	<p>Instrumental Music Professional Development- Aug 6, Aug. 7 – Language Arts – Larson/Roach/VanDyne/C. Turner, Aug. 25 MTSS – Benchmarking Training/AIMSweb – District Psychs/J. Strecker, Aug. 29 Technology – Matt Lee- WMS, Aug. 5 ACES – Stegman / Moon, Aug. 8 ACES/ SEL/ SAT referral process – Stegman/Moon, Aug. 13 School Wide Behavior Plan- Broshar/Moon, Aug. 20 EY – Spady &amp; School Wide Goal- CIP (Collaborative Teams) - Broshar, Sept. 10 – School Wide Goal – Collaborative Teams - Broshar, Sept. 17 School Wide Goal – Collaborative Teams – Broshar, Sept. 24 Curriculum writing - J. Sides, Oct. 8 – Differentiated Topics- Broshar, Oct. 29 School Wide Goal – Stages of PLC /Collaborative Teams, Nov 5 Curriculum writing - J. Sides, Nov. 26 Differentiated Topics- Broshar, Dec. 10 ACES – Good Behavior Games – MJ. Stegman &amp; School Wide Goal – 5 Dysfunctional /Collaborative Teams, Dec. 17 Differentiated Topics- Broshar, Jan. 7 – Webinar Info. – Moon, Jan. 19 – AdvanceEd – Broshar, Jan. 21 – Team Collaboration – Broshar, Feb. 5 Curriculum Review/writing- J. Sides, Professional Development Day, Oct. 20- technology PD- Gunter/Ingram Professional Development Day, Jan. 19, Professional Development Day, Feb. 16- technology PD on iPads- Lee, Feb. 16 AdvanceEd - Broshar, 4-29 – School Wide Goal - Collaborative Teams –stages of team Development -Broshar</p>
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OHM	CARLA	TEACHER - 2ND GRADE	36	MASTER OF ARTS	Develop U 6•10-11•14,Guided Math/Falcone/6•27•14,MTSS Framework/ Tanya Hilo/ 8/6/14,Elementary Language Arts/ Reading Team/ 8/7/14,Nuts and Bolts /Patterson/ 8/8/14,ACES/ Poell & Lieske/ 8/8/14,Language Arts/ Journey's Reps/ 8/29/14,Language Arts Framework/ Patterson/ 9/3/14,SAMR Part 2/ Matt Lee/ 10/20/14,Google 101/ Matt Lee/ 10/20/14,Technology and Classroom Management/ Matt Lee/ 01-19-2015,Coding/Spady/ 01-19-2015,Appy Hour/Ponthius & Carslon/ 01-19-2015,Tier 2 behavior plans and sensory breaks/ Kerri Lewis & Ashton Henderson/ 02/18/2015,Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data, & Class Meetings/ Poell, S,2nd Grade PLCs
KOCK	MATT	TEACHER - 6TH GRADE	17	MASTER OF EDUC.	Personalized Learning/ Weichel & Rickabaugh/ 9/24&25, 12/10&11, 2/15&16, 5/5,District Design Team - Weichel/McCann - 10/2, 10/27, 11/10, 4/30,MTSS - Framework/Tanya Hilo - 8/6/14,Language Arts - Reading Team - 8/7/14,Nuts and Bolts - Patterson - 8/8/14,ACES - Poel & Lieske - 8/20/14,Language Arts - Journey's Reps - 8-29-14,Language Arts Framework - Patterson - 9/3/14,School Improvement/Design Team - McCann & Sides - 9/11/14,SAMR Part2 - Matt Lee - 10/20/14,TCI Social Studies training - TCI Rep - 11/18/14,Danielson's Framework for Teaching - Sue Presler - 1/6, 1/20, 1/30/15,Technology and Classroom Management - Matt Lee - 1/19/15,Technology PD PLC - Paddock Tech Team - 1/19/15,District Focus Group - 3/10/15,NETA - Various - 4/23 & 4/24,Behavior Data, Behavior Games, Tattling vs. Reporting - Poell, Lieske, Pedroza - 3/25/15

LOLLEY	KARA	TEACHER - FOREIGN LANGUAGE - SPANISH	10	MASTER OF SCIENCE	MTSS/08-06-2014,ACES/08-13- 2014,AppleTV/Matt Lee/08-29- 14,Bullying/Sarah Lieske & Dana Harvey/ 09-05-2014,SAMR / Dr. Lee / 10-20-14,Google / Dr. Lee / 10-20-14
O'BRIEN	ERIN	TEACHER - 5TH GRADE	7	MASTER OF ARTS	Technology and Classroom Management/ Matt Lee/ 01-19-2015,Pic Collage/ Mandy Goecke & Matt Kock/ 01-19-2015,Going paperless in the classroom (Notability App)/ Tony Gunter/ 01-19-2015,Glimpse of 2025 PD/ Group Work/ 2/16/15,Tier 2 behavior plans and sensory breaks/ Kerri Lewis & Ashton Henderson/ 02/18/2015,Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data, & Class Meetings/ Poell, Sorrell,,District and Building PLC Meetings,Math Tool Box 06-02-15 to 06-04-15

POELL	MEG	TEACHER LEADER / PSYCH	7	SPECIAL.	MTSS Framework/ Jessop; Ihlo/ 7/28/14,Special Education/ Jessop/ 8/5/14,MTSS Framework/ Ihlo/ 8/6/14,Language Arts/ Reading team/ 8/7/14,Nuts and Bolts/ Patterson/ 8/8/14,ACES/Lieske/ 8/20/14,Benchmarking/ McKevitt/ 8/25/14,Language Arts/ Journey's 8/29/14,Language Arts Framework/ Patterson/ 9/3/14,LLI Intervention training/ VanDyne/ 09/08/14,School Improvement/Design Team/ McCann; Sides/ 9/11/14,Mandt Training/ Philo; / 9/15/14-9/16/14,SAMR Part 2/ Lee/ 10/20/14,Google 102/ Lee/ 10/20/14,Steering Committee/ Jessop/ 10/21/14,Observing LLI Lesson/ Miller/ 10/28/14,TREGOE Decision Making Process/ Coles/ 10/10-10/11/14,Special Education Steering Committee/ Jessop/ 11/12/14,Youth Suicide: Contemporary Issues in Prevention/Intervention/ Poland/ 11/18/14,RTI based SLD Identification Toolkit webinar/ 12/9/14,Danielson's Framework for Teaching/ Pressler/ 1/6/15, 1/20/15, and 1/30/15,Technology and Classroom Management/ Lee/ 01-19-2015Pic Collage/ Kock/ 01-19-2015,Going paperless in the classroom/ Gunter/ 01- 19-2015,Tier 2 behavior Sensory breaks/ Lewis,02/18/2015,Steering Committee/ Jessop/ 02/25/2015,Sp.Ed. NeSA Training Brockman/ 03/12/2015,Behavior Data, Good Behavior Games, Tattling vs. Reporting, Hope data; Class Meetings/ Sorrell/ 3- 25-2015,Book Study: "The RtI Approach to Evaluating Learning Disabilities"/ School Psychologists/ 3/4/15; 3/17/15; 4/8/15; 4/22/15; 5/5/15; 5/6/15,Math Data Analysis and Intervention/ Prine/ 04-21-2015,Steering Committee/ Jessop/ 04/22/2015,Threat Assessment Model/ Jessop/ 05-12- 15,Well Managed Schools/ Pratt 05/18/2015-05/19/2015
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ANDREW	CHAR	TEACHER - 4TH GRADE	8	MASTER OF EDUC.	Nuts & Bolts/Patterson 8/8/14,ACES/Poell & Lieske 8/20/14,Lang. Arts Journeys Rep/8/29/14,Lang Arts Toolbox/9/26/14,Lang Arts Toolbox Mtg/9/29/14,Lang Arts Framework/Patterson/9/3/14,SAMR Part 2/Matt Lee/10/20/14,Lang Arts Toolbox Mtg/11/25/14,Lang Arts Toolbox Mtg/1/27/15,Pic Collage/Goecke/Kock/1/19/2015,Tech & Classroom Mangmnt/Matt Lee/1/19/2015,Tier 2 Behavior Plans & Sensory Breaks/Lewis/Henderson/2/18/2015,Lang Arts Toolbox Mtg Cross Curricular/5/5/2015,Literacy PD/Roach/8/7/2014,PD Technology Sessions/8/29/2014,SAMR Model/Lee/Google Cal/9/20/2014,Safe Schools Online/Bakewell/11/26/2014
MCDON	LEANN	TEACHER - VISION SPECIALIST	40	MASTER PLUS 30	Professional Development Day -Staff (Tech)- Aug 29,Professional Development Day - Staff (Tech)- October 20,Professional Development - Staff- (Tech)- January 19,Professional Development - Staff (Future Planning) February 16,Fall Foliage - Robin Keating - Expanded Core Curriculum (NCECBVI) Oct 23-24, 2014,iPad Workshop - Lincoln, NE, February 6, 2015,Spring Fling (UEB) Nebraska City, March 18-19, 2015

- B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

Westside Community Schools does not have any Tier I schools in the district.

- B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external

provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and selecting the provider(s); and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

Educational Service Unit #3 in Omaha will assist in providing external support in the improvement efforts at Paddock Road Elementary. This provider is knowledgeable of school improvement efforts, state standards and accountability, curriculum needs, professional development, research based instructional strategies, use and implementation of data, and AYP requirements. The educational consultants we work with (Janet Foss and Sheree Person-Pandil) have many years of experiences and are widely respected. Last year ESU 3 started a coaching cadre to provide coaches across metro Omaha with the opportunity to regularly collaborate. The ESU PD Advisory Group, of which I am a member, holds monthly meetings and will monitor the effectiveness of the coaching cadre program throughout the 2016-17 school year. This external support will not entail any additional costs since the district has a specific number of contracted hours from ESU 3 and a portion of those hours will be utilized.

- B.5 Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

Not applicable.

- B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

Currently teachers at Paddock Road Elementary are observed and given feedback only by their building administrators, the principal and teacher leader. This existing practice will change somewhat with the addition of an instructional coach. The instructional coach will not have any input into any teachers' formal evaluation, nor will he/she share information regarding specific teachers' progress. However, the instructional coach will observe teachers, provide non-evaluative feedback, model lessons, assist with planning differentiated instruction, and provide professional development. Because of the personal nature of this coach/teacher relationship, trust is an essential factor. Experience at Hillside, Westgate, and Westbrook has demonstrated the importance of selecting an instructional coach who comes from the ranks of the current teaching staff and is already well respected by his/her colleagues. Once this person is selected, a staff meeting will be conducted in August 2016 during Pre-Opening to clarify the role of the instructional coach/IPM and answer any questions the teachers may have.



- B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the District will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.

Westside's current involvement with implementing an instructional coaching program at Westbrook, Westgate and Hillside will provide a framework that will be replicated at Paddock Road. Teacher surveys, focus groups, and a variety of student assessment results (i.e., NeSA Reading and Math scores, AIMSweb data, and Fountas and Pinnell levels) will all be used as factors in determining the effectiveness of the instructional coaching program. The instructional coach will work with the building administrators and Paddock Road's Data Firestarter (data representative) to embed these practices for sustainability. The goal would be to build capacity among Paddock Road teachers over the next three years to the point where a one instructional coach, funded by Title I monies, could serve both Westbrook and Paddock Road once the SIG funds would expire. Hillside and Westbrook would hopefully continue to have coaches funded by the Learning Community grant. Both our superintendent and Board of Education are committed to sustaining instructional coaches in Westside because of the positive results we are seeing in buildings where they are already placed.

- B.8 The District must describe its consultation, as appropriate, with relevant stakeholders regarding the District's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

The District has established annual goals for student achievement on the State's assessments in both Reading and Math. The chart below provides the goals for each student achievement and leading indicator. Paddock Road is a Tier III school using a variation of the Transformation model. Since the district goals will be the same as the State goals, the district columns have been marked as "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	Same

### Leading Indicators

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	Same
College enrollment rate (high schools only)	Measurable increase from the previous year	Same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Same
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measurable improvement from previous year (or baseline for initial year of grant)	Same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Same

Statewide Average Change (From 2013-14 to 2014-15 AYP Data)				
Group	Reading		Math	
	Percentage	District	Percentage	District
All Students	2.15	2.15	0.71	0.71
American Indian / Alaska Native	3.22	3.22	0.13	0.13
Asian	1.72	1.72	0.88	0.88
Black or African American	4.00	4.00	2.09	2.09
English Language Learners	4.75	4.75	0.73	0.73
Hispanic	4.04	4.04	1.51	1.51
Native Hawaiian or Other Pacific Islander	5.12	5.12	-1.99	0.13
Special Education Students	3.15	3.15	0.45	0.45
Students Eligible for Free and Reduced	3.26	3.26	0.84	0.84
Two or More Races	3.91	3.91	1.91	1.91
White	1.53	1.53	0.48	0.48

- B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

A team was created to develop this application. The team responsible for developing the application consisted of Michelle Patterson (current principal), Scott Becker (incoming principal for 2016-17), Megan Poell (teacher leader), Ruby Larson (Director of Elementary Teaching and Learning) and Paddock Road's School Improvement/School Design Team. Additionally, we consulted with the current instructional coaches at Hillside, Westbrook, and Westgate and with program evaluators at UNMC's Monroe-Meyer Institute. Monroe-Meyer is providing the external evaluation of the Learning Community's Instructional Coaching project and has generously shared suggestions about implementation and evaluation, which will be valuable to us. The persons responsible for supporting the implementation of the intervention model will be all the certified staff and administration team at Paddock Road Elementary. The staff wholeheartedly supports this initiative and is willing to undertake the three years of hard work involved to make the project successful and sustainable.

- B.10 Describe how families and community will be meaningfully engaged on an "on-going" basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.

One of our areas of focus for 2016-17 will be building parent engagement, based on Gallup's research on this topic. Gallup has found that parent engagement, which goes beyond parent involvement, lies in fulfilling the "3 P's": (a) The parent feels that their child's school delivers and what they promise, (b) The parent feels proud to be a parent at the school, (c) The parent feels the school is perfect for the child. Paddock 's staff will choose some specific action steps (also defined in Gallup 's results) to work on building the 3 P's.

- B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.

Because the Transformation model focuses on developing and increasing teacher effectiveness, instructional coaching is evidence-based strategy that will positively impact both teachers and students. According to Elena Aguilar:

- (1) Effective coaching encourages collaborative, reflective practice.
- (2) Effective coaching provides effective job embedded professional learning.
- (3) Effective coaching increases teachers' use of data to inform practice.
- (4) Effective coaching promotes the implementation of learning and reciprocal accountability.
- (5) Effective coaching supports collective leadership across the school.

B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

A budget for "Planning/Pre-Implementation Activities" is included on the budget pages.

Planning/pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) represent a meaningful change that has promise for improving student achievement from prior years and is research based, (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the "supplement not supplant" requirement. Allowable activities for planning/pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

The pre-implementation costs that would be incurred for Paddock Road will be the cost of the providing training for the new instructional coach/IPM. The new coach would receive training provided by the three current instructional coaches during the summer of 2016. Although there will not be costs associated with it, another important part of the pre-planning process will be to communicate to Paddock's parents that the instructional coach will become an important

new member of the school staff and what his/her role will be. Parents, like staff members, will be regularly informed of the data collected to track the impact of the coaching project.

#### PART C. LEA-LEVEL BUDGET

A LEA-level budget is needed *only* if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the planning/ pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of planning/ pre-implementation costs included in LEA-level budgets.
- C.2. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is:  
[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

The EXCEL Spreadsheet contains all budget pages, from three to five years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.

**NOTE: NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.**

**A LEA-level budget is not necessary since all funds for the proposed grant will be spent at the building level.**

**PART D. ASSURANCES**

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements.

## **PART E. WAIVERS**

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## **Section 2. SCHOOL LEVEL INFORMATION**

**Complete a Section 2 for each school included in the application.**

### **PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL**

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

#### **School Level Information for Tier III Schools**

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the schools Needs Improvement plan. These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.



Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and is on NDE's Title I-A school improvement homepage at: [http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

#### A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

#### Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using **2014-15** data. Provide an explanation if any data is not available.

<b>Reporting Metrics for the School Improvement Grants</b>	
<b>Student Achievement not captured on the Profile from the State of the Schools Report</b>	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	14%
(2) Graduation rate (AYP graduation rate for high schools only)	NA
(3) College enrollment rate (high schools only)	NA
<b>Leading Indicators</b>	
(4) Number of minutes within the school year	65740
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	NA
(6) Dropout rate (total for high schools only)	NA
(7) Student attendance rate	96.9%
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	0
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Student Achievement and Learning Indicators- a review of the district data from 2014-15 State of the Schools report shows that Paddock Road Elementary School has maintained a steady membership of just below 300 students for the past several years. Twelve percent of the students are non-white. Paddock Road Elementary School is below the state's ELL average of 6.20%; they have 2.35% ELL students. The percentage of students at Paddock who meet the poverty index that allows participation in the National School Lunch Program is 40%. Paddock's NeSA Reading scores have shown a steady increase over the past five years (from 74% proficient in 2010-11 to 92% proficient in 2012-13) for All Students. On the NeSA-R, Paddock students have shown a steady increase over the past five years. On the NeSA Math assessment, gains have been less consistent (they were at 75% proficient in both 2010-11 and 2014-15) for All Students. However, in analyzing the data by subgroup and grade level, the Free/Reduced group emerges as one that needs focus. While Paddock's Free/Reduced population has significantly increase over the past few years (from 34% in 2011-12 to 40% in 2014-15), the performance in this group has decreased on the NeSA-M , 62% to 55% for the same time period. During the same time period, Males showed decreased performance on NeSA-M, from 84% in 2011-12 to 71% in 2014-15. The instructional coach would work with teachers to develop and implement evidence-based interventions and progress monitor students in these groups, in particular.

#### Nebraska State Accountability (NeSA) – Reading

##### All Students Percent Proficient

Year	All Grades
2010-11	74%
2011-12	78%
2012-13	79%
2013-14	82%
2014-15	92%

##### Percent Proficient By Grade

Year	Grade 03	Grade 04	Grade 05	Grade 06
2010-11	77%	82%	61%	76%
2011-12	88%	71%	85%	69%
2012-13	86%	78%	77%	76%
2013-14	87%	87%	73%	82%
2014-15	93%	97%	90%	91%

**Average Scale Scores: Range 0-200**

Level		Grade 03	Grade 04	Grade 05	Grade 06
State	2010-11	104.41	109.01	107.65	108.81
State	2011-12	108.66	111.62	114.26	112.59
State	2012-13	111.04	114.70	118.18	115.06
State	2013-14	113.67	118.80	120.77	118.80
State	2014-15	118.46	120.72	128.64	121.43
District	2010-11	112.67	115.97	122.99	121.51
District	2011-12	116.97	118.83	132.05	127.40
District	2012-13	121.39	124.87	132.86	130.04
District	2013-14	120.78	128.59	132.58	133.34
District	2014-15	126.49	121.70	141.74	126.84
School	2010-11	110.56	109.94	108.68	117.41
School	2011-12	117.70	108.73	117.21	112.69
School	2012-13	125.30	119.80	117.68	110.30
School	2013-14	126.21	129.53	116.95	129.18
School	2014-15	123.40	129.51	143.35	124.19

**Participation**

Level		Students Tested		Students Not Tested	
		#	%	#	%
State	2010-11	149,640	99.88%	175	0.12%
State	2011-12	151,823	99.94%	86	0.06%
State	2012-13	154,316	99.93%	107	0.07%
State	2013-14	156,330	99.88%	182	0.12%
State	2014-15	158,294	99.84%	256	0.16%
District	2010-11	3176	100%	0	0.00%
District	2011-12	3182	100%	0	0.00%
District	2012-13	3197	99.91%	3	0.09%
99.85	2013-14	3259	99.85%	5	0.15%
District	2014-15	3248	99.96%	11	0.34%
School	2010-11	155	100%	0	0.00%
School	2011-12	160	100%	0	0.00%
School	2012-13	162	100%	0	0.00%
School	2013-14	162	100%	0	0.00%
School	2014-15	158	100%	0	0.00%

**Nebraska State Accountability (NeSA) – Mathematics**  
**All Students**  
**Percent Proficient**

<b>Year</b>	<b>All Grades</b>
2010-11	75%
2011-12	79%
2012-13	73%
2013-14	77%
2014-15	75%

**Percent Proficient By Grade**

<b>Year</b>	<b>Grade 03</b>	<b>Grade 04</b>	<b>Grade 05</b>	<b>Grade 06</b>
2010-11	77%	82%	71%	71%
2011-12	95%	69%	82%	71%
2012-13	97%	71%	70%	54%
2013-14	87%	92%	63%	67%
2014-15	85%	83%	73%	63%

**Average Scale Scores: Range 0-200**

<b>Level</b>		<b>Grade 03</b>	<b>Grade 04</b>	<b>Grade 05</b>	<b>Grade 06</b>
State	2010-2011	103.49	102.64	102.67	100.35
State	2011-2012	107.84	106.36	108.48	106.09
State	2012-2013	110.06	108.63	108.93	106.35
State	2013-2014	111.81	112.49	111.52	108.50
State	2014-2015	112.97	111.80	113.26	109.82
District	2010-2011	111.05	113.07	113.41	114.52
District	2011-2012	118.96	114.18	122.54	121.14
District	2012-2013	122.55	116.54	118.81	118.61
District	2013-2014	115.23	121.44	117.05	118.56
District	2014-2015	117.86	115.76	121.00	116.88
School	2010-2011	113.12	106.67	101.50	110.41
School	2011-2012	132.10	103.27	112.38	117.17
School	2012-2013	138.57	103.71	106.36	99.30
School	2013-2014	126.39	122.42	96.12	109.20
School	2014-2015	117.22	121.91	104.45	99.88

**Participation**

		<b>Students Tested #</b>	<b>Students Tested %</b>	<b>Students Not Tested #</b>	<b>Students Not Tested %</b>
<b>Level</b>		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State	2010-2011	149,725	99.86%	207	0.14%
State	2011-2012	152,085	99.94%	92	0.06%
State	2012-2013	154,619	99.92%	117	0.08%
State	2013-2014	156,819	99.88%	191	0.12%
State	2014-2015	158,800	99.82%	279	0.18%
District	2010-2011	3,169	100.00%	0	0.00%
District	2011-2012	3,182	99.97%	1	0.03%
District	2012-2013	3,197	99.88%	4	0.12%
District	2013-2014	3,265	99.91%	3	0.09%
District	2014-2015	3,251	99.66%	11	0.34%
School	2010-2011	155	100.00%	0	0.00%
School	2011-2012	161	100.00%	0	0.00%
School	2012-2013	162	100.00%	0	0.00%
School	2013-2014	162	100.00%	0	0.00%
School	2014-2015	158	100.00%	0	0.00%

The School Improvement team members feel that the most effective intervention for Paddock Road Elementary would be the Transformation Model. Although, since Paddock is a Tier 3 school, we are not required to implement each of the required activities, we are committed to doing so. In addition, we will incorporate several permissible activities also.

The chart below outlines our identified areas of need, the selected activities from the Transformation Model that will address the needs, and how the activities will help Paddock meet the identified needs.

<b>Identified Need</b>	<b>Required activity from the Transformation Model</b>	<b>How this will activity will help identified need</b>
Provide support to the new principal who will be leading Paddock's staff in 2016-17	<i>1A Replace the principal who led the school prior to commencement of the transformation model</i>	Paddock's incoming principal for 2016-17, Scott Becker, will be transitioning from a middle school leadership role to an elementary principal. It would be advantageous for him to work closely with an instructional coach who has a deep knowledge of K-6 curriculum.
Provide Paddock leaders and teachers with a teacher evaluation instrument that is research-based and	<i>1B Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement</i>	In 2015-16, Westside began implementation a new teacher evaluation system based on Charlotte Danielson's Framework for Teaching.

provides precise language, critical attributes, and examples of each level of performance, as well as with accompanying training		Teachers and administrators received comprehensive training.
Communicate clearly how teachers will be evaluated using a research-based teacher evaluation and support the principal in assisting teachers who are struggling	<i>1C Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement and identify and remove them who, after ample opportunities have been provided for them to improve their professional practice, have not done so</i>	The Danielson Framework equips school administrators and teachers to clearly assess what Unsatisfactory, Basic, Proficient, and Distinguished looks like in each of the four domains. Central office staff will provide ongoing assistance for principals as they work with teachers on improvement plans.
Recognize teachers with skills necessary to successfully meet the needs of students at Paddock Road Elementary	<i>1D Implement strategies such as financial incentives, increased opportunities, increase opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable</i>	As part of the WEA and Westside Board of Education Negotiated Agreement for 2016-17, to the salaries of certificated staff holding current, National Board certification the Board of Education shall add \$1,000.
Ensure that our curriculum maps are robust, consistent, and research-based, and that they reflect a solid scope and sequence	<i>2A Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards</i>	In 2015-16, two educational consultants at ESU 3 conducted an external review of our curriculum maps, focusing on the vertical alignment. Feedback from this review, as well as from a teacher survey will be incorporated to revamp our maps for 2016-17.
Equip teachers to use data to drive their instructional decisions	<i>2B Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</i>	In 2016-17, Westside will adopt Illuminate, a new data dashboard that will provide "one stop" access to student achievement data. The instructional coach and building administrators will model/lead the process of data-driven instructional decision making for teachers using Illuminate

Assist teachers in meeting the diverse needs of all learners in their classrooms	<i>2C Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i>	Instructional coaching is: -research-based -capable of improving instruction now and for years to come -capable of helping every student who needs intervention because it serves every teacher -capable of improving learning and student achievement and of closing the achievement gap
Provide teachers additional instructional time to provide re-teaching and enrichment opportunities to students	<i>3A Establish schedules and strategies that provide increased learning time</i>	In 2014-15, Westside revised the elementary schedule to include a daily block for Intervention/Enrichment (I/E). Adding 10 minutes per day to our schedule has increased learning time by 1820 minutes next year. However, teachers still need support in making the most of I/E time and a coach could support that.
Utilize a research-based approach to build parent engagement	<i>3B Provide ongoing mechanisms for family and community engagement</i>	In 2016-17, Westside will incorporate Gallup's new research on building parent engagement. We will focus on the five proven drivers of parent engagement: Leadership, Academic standards, School environment, Personalized learning, and Communication/Involvement.
Support Paddock's leaders in using professional autonomy to increase student achievement, based on individual building needs	<i>4A Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes</i>	Westside's central office staff recognizes the individual needs of our ten elementary buildings, and encourages principals to be innovative.
Provide ongoing support to both the school and the new coach to ensure successful implementation	<i>4B Ensure the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization</i>	Westside currently has six K-6 instructional coaches who meet regularly to share strategies and support one another. The new Paddock coach would join this group. Additionally, we participate in ESU 3's Instructional Coaching Cadre to build a shared knowledge of best practices in instructional coaching.

Identified need	Permissible activity from the Transformation Model	How this will activity will help identified need
Support teachers in implementing the District adopted curriculum with fidelity and utilize effective strategies interventions for students needing modifications	<i>Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</i>	In 2016-17, Westside is will be using new curriculum maps that incorporate both the ELA and Math state standards. The instructional coach will use collaboration skills to maximize the impact of the curriculum and assist the teacher to differentiate effectively. Both the instructional coach and building administrator will conduct regular walk through observations.
Provide building administrators and teachers with actionable data using the MTSS model	Implementing a schoolwide "response to intervention" model	In 2014-15, Westside began partnering with the Nebraska MTSS (formerly the Nebraska RTI) Consortium. We are focusing on strengthening our instructional core by collecting and analyzing data using an Instructional Walk-Through Form that focuses on student engagement, opportunities to respond, and correction of student errors.

- (b) **Programs/Services Profile** – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

Program/Service currently in place	How an instructional coach will help meet needs
Five week summer school program that serves students at risk for regression in reading and math	Instructional coach will provide training, resources, and support for teachers and will analyze pre/post intervention data.
NeSA after school Intervention Clubs	Instructional coach will assist 3 <sup>rd</sup> -6 <sup>th</sup> grade classroom teachers to implement effective strategies for students identified as at-risk of not reaching proficiency on the NeSA Reading and Math tests.



Parent and Family, and Community Engagement	Instructional coach will work with Paddock administrators to communicate with parents via newsletters and co-sponsored Community Club (i.e., PTA) events. Instructional coach will work with school volunteers to train them in effective, easy to use strategies.
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- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

As of the 2014-15 school year, Paddock teachers had an average of 15.53 years of teaching experience, compared with the District's average of 11.70 years and the State average of 14.34 years. Using data from the same year, 70.00% of Paddock's teachers had a Master's degree, compared with the District average of 68.06% and the State average of 52.16%. The chart in Section B2 of this application provides additional details of Paddock's teachers' credentials.

Although Paddock's teachers are well educated, many of them have been newly hired in the past five years and they lack the kind of experience – and even perhaps the “bag of tricks”- that they must have to meet the needs of struggling learners in reading and math. Because of their participation in weekly Professional Learning Communities (PLCs) our teachers are accustomed to the benefits of collaboration and they embrace the idea of classroom-based coaching support. They tell us that teacher preparation programs, which offer only minimal course work in teaching reading, make experienced and inexperienced teachers alike feel underprepared to teach reading effectively, especially to struggling students.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

During the 2013-14 school year, Westside Community Schools restructured its curriculum development process. Through a process now known as the Curriculum Toolbox, committees are currently working on language arts curriculum development this year and they will undertake work in the area of social studies next. Additionally, Westside is currently working with Dr. Tanya Ihlo at the Nebraska MTSS Consortium to revamp our RtI /MTSS framework. Our teachers have expressed the desire for additional training in effective tier 2 interventions, which an instructional coach could provide. An instructional coach could also be instrumental in ensuring a solid tier 1 foundation by:

- Demonstrating the use of instructional materials and resources for effectively teaching reading and math;

- Sharing knowledge of, recommending, and helping plan successful instructional strategies that maximize instruction;
- Helping teachers align curriculum, instruction and assessment with large group, small group, and individual lessons to meet students' needs as stated in District and state standards;
- Helping set up classroom environments that are conducive to effective literacy and math instruction (i.e., by establishing word walls, learning stations, classroom libraries, or data walls);
- Promoting and use collaboration vehicles (i.e., co-planning, co-teaching, modeling) to improve instruction for students of every ability level, improve student learning, and close the achievement gap.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

Paddock Road Elementary has used the 2015-16 school year to complete the requirements to move from a Targeted Assistance to Schoolwide Title I designation. One of the system supports that the District is provided beginning in the 2014-15 school year was the implementation of a new elementary master schedule that includes a daily Intervention/Enrichment block, as well as common grade level teacher planning time and longer instructional periods for Language Arts and Math. These changes addressed requests that teachers had voiced for years: more instructional time, more time for collaboration with colleagues, and a period of the school day designated specifically to reteach. However, the new schedule has also stretched teachers in new ways and they have expressed the desire for additional support. Research literature on coaching indicates that effective instructional coaches are able to establish themselves as individuals who can help classroom teachers assure that every student receives exceptional instruction every day. They also help teachers collect, organize and identify assessment results that lead to making data-driven decisions to close the achievement gap. Both the instructional coach and the building leaders will conduct regular walk throughs, gather data, and plan congruent professional development to address needs. Instructional coaches and administrators at Hillside, Westgate and Westbrook are utilizing Jim Knight's book Unmistakable Impact as a resource, and would train the new Paddock coach in the same strategies.

The Transformation Model, which focuses on developing and increasing teacher effectiveness, aligns well with Paddock's current needs. Teachers are ready to embrace the coaching support, and the new principal is eager to utilize the expertise of a coach as well.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

Processes and Involvement -As the writing of the grant was undertaken, a committee was formed comprised of the principal, teacher leader, Director of Teaching and Learning, and the Paddock Road School Improvement team. The committee gathered input from Paddock's teaching staff and consulted with the administrators and instructional coaches at Hillside,

Westbrook, and Westgate to guide our work. We analyzed what has and has not worked in their instructional coach project and discussed the commonalities and differences between Hillside, Westgate, Westbrook, and Paddock Road that we needed to consider as we envisioned creating a new instructional coach position. We accessed teacher questionnaire and focus group results made available from the Learning Community to determine which activities that instructional coaches engaged in translated into the highest yields in student achievement.

## A.2. Action Plans

### Action Plans for Tier I and Tier II Schools

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the six models provided below.

Paddock Road Elementary has developed an action plan in accordance with components of the Transformation Model listed in the intervention models from the USDE Guidance. Since Paddock is a Tier 3 school, implementing all components of the model is not required at this time. However, we have been able to implement all components of the Transformation Model in our plan.

### Six School Intervention Models (from USDE Guidance)

#### (a) Turnaround model:

##### (1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
  - (A) *Screen all existing staff and rehire no more than 50 percent; and*
  - (B) *Select new staff;*
- (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
- (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
- (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;*

- (vi) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
  - (vii) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
  - (viii) *Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
  - (ix) *Provide appropriate social-emotional and community-oriented services and supports for students.*
- (2) *A turnaround model may also implement other strategies such as--*
- (i) *Any of the required and permissible activities under the transformation model; or*
  - (ii) *A new school model (e.g., themed, dual language academy).*
- (b) *Restart model:* *A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.*
- (c) *School closure:* *School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.*
- (d) *Transformation model:* *A transformation model is one in which an LEA implements each of the following strategies:*
- (1) *Developing and increasing teacher and school leader effectiveness.*
- (i) *Required activities.* *The LEA must--*
    - (A) *Replace the principal who led the school prior to commencement of the transformation model;*
    - (B) *Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that---*
      - (1) *Will be used for continual improvement of instruction;*
      - (2) *Meaningfully differentiate performance using at least three performance levels;*
      - (3) *Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;*
      - (4) *Evaluate teachers and principals on a regular basis;*
      - (5) *Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and*
      - (6) *Will be used to inform personnel decisions.*
    - (C) *Use the teacher and principal evaluation and support system described above to identify and reward school leaders, teachers, and other staff who, in implementing*

*the transformation model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and*

*(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.*

*(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--*

- (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*
- (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and
- (C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (B) Implementing a schoolwide "response-to-intervention" model;
- (C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (D) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (E) In secondary schools--
  - (1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - (2) Improving student transition from middle to high school through summer transition programs or freshman academies;
  - (3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - (4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

(e) Evidence-Based Whole-School Reform Model: An evidence-based whole-school reform model must be supported by evidence of effectiveness including at least one study of the model that:

(1) Meets What Works Clearinghouse evidence standards with or without reservations (i.e., is a qualifying experimental or quasi-experimental study);<sup>1</sup>

(2) Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and

(3) If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 C.F.R. § 77.1.

Multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements above.

*An LEA seeking to use SIG funds to implement an evidence-based whole-school reform model in a school must choose from among the models reviewed and identified by the Department as meeting applicable requirements. The Department intends to publish a list of such models and will notify SEAs when that list is available. (For more information on the review and identification process, see <http://www2.ed.gov/programs/sif/npr-wholeschlrreform.html>.)*

- (f) Early Learning Model: *An early learning model is one in which an LEA does each of the following in an elementary school:*
- (1) *Offers full-day kindergarten;*
  - (2) *Establishes or expands a high-quality preschool program;*
  - (3) *Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;*
  - (4) *Replaces the principal who led the school prior to commencement of the early learning model;*
  - (5) *Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement;*
  - (6) *Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so;*
  - (7) *Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system;*
  - (8) *Uses data to identify and implement an instructional program that—*
    - a. *Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and*
    - b. *In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;*
  - (9) *Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and*
  - (10) *Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.*



### **Rural Flexibility**

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

### **Completing the Action Plans**

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity within the last two years, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five-year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five-year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

**Planning/Pre-Implementation Action Plan 1 Turnaround Intervention Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement Activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Planning/Pre-Implementation Action Plan 2 Turnaround Intervention Model  
(Add Additional Lines as Needed)**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Action Plan Turnaround Intervention Model - 1**

Requirement(i): Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Turnaround Intervention Model - 2**

Requirement(ii): Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,  
(A) Screen all existing staff and rehire no more than 50 percent; and  
(B) Select new staff

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	

Cost for duration of grant	
<b>Action Plan Turnaround Intervention Model - 3</b>	
Requirement (iii): Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

<b>Action Plan Turnaround Intervention Model - 4</b>	
Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

<b>Action Plan Turnaround Intervention Model - 5</b>	
Requirement (v): Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or State, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Turnaround Intervention Model - 6**

Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Turnaround Intervention Model - 7**

Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Turnaround Intervention Model - 8**

Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Turnaround Intervention Model - 9**

Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Turnaround Intervention Model Permissible Activities – Copy and complete as many as needed.	
Permissible activity:	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Turnaround Intervention Model. (Add more lines if needed)

Action Plan Restart Intervention Model - 1	
Requirement: Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Restart Intervention Model. (Add more lines if needed)

Action Plan School Closure Intervention Model - 1	
Requirement: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model	
Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model (Add Additional Lines as Needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

Action Plan Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness	
(A) Replace the principal who led the school prior to commencement of the transformation model	
<b>NOTE: This requirement is an option for Tier III schools.</b>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

### Action Plan Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness

(B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that-

- (1) Will be used for continual improvement of instruction;
- (2) Meaningfully differentiate performance using at least three performance levels;
- (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
- (4) Evaluate teachers and principals on a regular basis;
- (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) Will be used to inform personnel decisions

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

### Action Plan Transformation Intervention Model - 3

Requirement (1C): Developing and increasing teacher and school leader effectiveness

(C) Use the teacher and principal evaluation and support system described above to Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so

**NOTE: This requirement is an option for Tier III schools.**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 4**

Requirement (1D): Developing and increasing teacher and school leader effectiveness

(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 5**

Requirement (2A): Comprehensive instructional reform strategies:

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 6**

Requirement (2B): Comprehensive Instructional reform strategies

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	



**Action Plan Transformation Intervention Model - 7**

Requirement (2C): Comprehensive Instructional reform strategies

(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 8**

Requirement(3A): Increasing learning time and creating community-oriented schools

(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 9**

Requirement(3B): Increasing learning time and creating community-oriented schools

(B) Provide ongoing mechanisms for family and community engagement

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 10**

Requirement(4A): Providing operational flexibility and sustained support

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Transformation Intervention Model - 11**

Requirement(4B): Providing operational flexibility and sustained support

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Transformation Intervention Model - Copy and complete as many as needed.****Permissible Activities**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**List staff positions below that are anticipated to be paid with SIG funds to support the Transformation Intervention Model. (Add more lines if needed)**

List the Name of the Evidence-Based Whole-School Reform Model Chosen:

**Planning/Pre-Implementation Action Plan 1 Evidence Based Whole School Reform Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Planning/Pre-Implementation Action Plan 2 Evidence Based Whole School Reform Model  
(Add Additional Lines as Needed)**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Action Plan Evidence Based Whole School Model - 1**

Requirement(1): Improve student academic achievement or attainment

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Evidence Based Whole School Model - 2**

Requirement(2): Implemented for all students in a school

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Evidence Based Whole School Model -3**

Requirement (3) Address, at a minimum and in a comprehensive manner the following:

**(a) School Leadership**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Evidence Based Whole School Reform Model - 4**

Requirement (3): Address, at a minimum and in a comprehensive and coordinated manner:

**(b) Teaching and learning in at least one full academic content area (including professional development for educators)**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Evidence Based Whole School Reform Model - 5**

Requirement(3): Address, at a minimum and in a comprehensive and coordinated manner:

**(c) Student non-academic support**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Evidence Based Whole School Reform Model - 5**

Requirement(3): Address, at a minimum and in a comprehensive and coordinated manner:

**(d) Family and community engagement**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**List staff positions below that are anticipated to be paid with SIG funds to support the Evidence Based Whole School Reform Model. (Add more lines if needed)**


**Planning/Pre-Implementation Action Plan 1 Early Learning Model**

Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Planning/Pre-Implementation Action Plan 2 Early Learning Model  
(Add Additional Lines as Needed)**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost (Year 1)	

**Action Plan Early Learning Model - 1**

Requirement (1): Offer full-day kindergarten

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 2****Requirement (2): Establishes or expands a high-quality preschool program**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 3****Requirement (3): Provides educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 4****Requirement (4): Replaces the principal who led the school prior to commencement of the early learning model**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 5****Requirement (5): Implements a rigorous, transparent, and equitable evaluation and support system for teachers and principals, designed and developed with teacher and principal involvement**

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 6**

Requirement (6): Uses the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have been provided for them to improve their professional practice, have not done so

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 7**

Requirement (7): Implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model – 8(a)**

Requirement(8a): Uses data to identify and implement an instructional program that-  
(a) Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model – 8(b)**

Requirement(8b): Uses data to identify and implement an instructional program that-

(b) In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model – 9**

Requirement (9): Promotes the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

**Action Plan Early Learning Model - 10**

Requirement(10): Provides staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	



Transformation Early Learning Model - Copy and complete as many as needed.	
<b>Permissible Activities</b>	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for duration of grant	

List staff positions below that are anticipated to be paid with SIG funds to support the Learning Model. (Add more lines if needed)

### Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

Planning/Pre-Implementation Action Plan Tier III – Improvement Activities	
Activity	Training for the new coach, provided by Westside's current instructional coaches, professional reading materials, and outside professional development training/workshops. Information about the coach will be shared with parents in the summer newsletter.
Key steps	During the summer of 2016, the new coach would work with our current coaches to learn about the coaching cycle, establishing coaching relationships, etc. The new coach will meet at regularly scheduled meetings with the other Westside coaches, as well as with the ESU 3 coaching cadre.
Start Date	July 2016
Full implementation date	August 2016
Person(s) responsible	Westside's instructional coaches, central office administrators
Monitor and evaluate	The Director of Professional Learning and Director of Elementary Teaching and Learning will meet regularly with coaches to provide them with needed support and resources.
Cost (Year 1)	\$4000

Action Plan Tier III – Improvement Activities	
Activity	Utilize the instructional coach to assist with fidelity of delivery of instructional best practices.
Key steps	The coach will work with Paddock's building administrators to ensure that effective instruction is taking place in all classrooms. The coach and building leaders will meet weekly and plan professional development activities based on needs that emerge. The coach will employ strategies (i.e., co-planning, modeling, co-teaching, etc.) to assist teachers in providing effective reading and math instruction.
Start Date	August 2016
Full implementation date	November 2016
Person(s) responsible	Coach, Paddock principal and teacher leader/school psychologist
Monitor and evaluate	Paddock's building leaders
Cost for duration of grant	\$182,000

Action Plan Tier III – Improvement Activities	
Activity	Utilize the Instructional Coach for data analysis and with the MTSS process.
Key steps	<p>Based on work with Dr. Tanya Ihlo from Nebraska's MTSS Consortium, Westside is working to implement an effective MTSS framework. The coach will work with the Paddock's MTSS team to ensure a solid tier 1 foundation in all classrooms, assist teachers in incorporating effective tier 2 strategies, oversee progress monitoring data, and analyze the resulting data.</p> <p>Also, 2016-17 will be the first year of Westside's implementation of a new data backpack system known as Illuminate, as well as the second year of NWEA MAP testing. The coach will help train teachers to use Illuminate and work with them in PLCs and whole staff meetings to use MAP data to inform instructional decisions.</p>
Start Date	August 2016
Full implementation date	January 2017
Person(s) responsible	Coach, Paddock principal and teacher leader/school psychologist
Monitor and evaluate	Paddock administrators, district MTSS leadership, reading coordinator and coach will monitor effectiveness of MTSS. Coach and teacher leader/school psych will provide training in how to use Illuminate and how to use NWEA MAP effectively.
Cost for duration of grant	\$30,000

Action Plan Tier III – Improvement Activities	
Activity	Utilize the Instructional Coach to provide professional development that aligns with the district's strategic plan and the Paddock's school improvement goals.
Key steps	The coach will work with Westside's other instructional coaches to develop and deliver PD sessions aimed at integrating literacy skills, supporting personalized learning, and enhancing the use of educational technologies.
Start Date	August 2016
Full implementation date	September 2016

Person(s) responsible	Westside instructional coaches cadre and reading coordinators
Monitor and evaluate	Survey data will be used to determine PD needs as well as to evaluate the effectiveness of the PD.
Cost for duration of grant	\$61,000

### A.3 Additional School Information

<b>a</b> - Percent Low Income reported on the NCLB Consolidated Application for this building for the 2015-2016 school year	38.81% however, Paddock is now above 40% F/R and is a Schoolwide Title I building
<b>b</b> - Total number of reading subgroups not making adequate yearly progress for the 2014-2015 school year	1 (Free/Reduced) however, many subgroups were too small in size to report data
<b>c</b> - Total number of math subgroups not making adequate yearly progress for the 2014-2015 school year	1 (Free/Reduced) however, many subgroups were too small in size to report data

## PART B. BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting for each of the three to five years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the total grant Summary Budget and District Summary Budget form.

**NOTE: When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding year 1 if it is a planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.**

Budget forms are found in a separate EXCEL file at:

[http://www.education.ne.gov/federalprograms/Title\\_1\\_Part\\_A\\_SIG.html](http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html)

### Appendices (Included as a Separate Documents)

- **Appendix A: NDE Persistently Lowest Achieving Schools (PLAS) Selection Process**
- **Appendix B: Reviewers Rating Rubric and Checklist**
- **Appendix C: Budget Pages**

# SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name:	Westside Community Schools
NDE County District No:	28-0066
School Name:	Paddock Road Elementary
NDE School ID:	28-0066-009

SIG Model Selected for this School

Mark selected model with an "X" below

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

## Year 1 Budget (2016-17)

Indicate Year 1 Activities by marking an "X" below

Planning and/or Pre-Implementation Activities	
Full Implementation	X

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries			
Coach/Intervention Project Manager	1.00	60,000.00	\$60,000
			\$0
			\$0
			\$0
			\$0

NDE County District No: 28-0066

**School Name:** Paddock Road Elementary

28-0066-009

[illegible]





**NDE County District No:** 28-0066

<b>School Name:</b>	Paddock
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**NDE School ID:** 28-0066-009

[illegible]



<b>District Name:</b>	Westside Community Schools
<b>NDE County District No:</b>	28-0066
<b>School Name:</b>	Paddock Road Elementary
<b>NDE School ID:</b>	28-0066-009

500 Capital Outlay					\$0
					\$0
					\$0
					\$0
					\$0
500s Total					\$0
600 Travel/ Professional Development	Brief Description	Number Participating	Cost per Person	Total for Row	\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
600s Total					\$0

Indirect Costs	(Reasonable and Necessary to Support the Purposes of this Grant)					
Year 2 Budget Total						\$92,000

## Year 3 Budget (2018-19)

Indicate Year 3  
Activities by marking  
an "X" below

Full Implementation ☐ X

	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Salaries	Coach/Intervention Project Manager	1.00	60,000.00	\$60,000
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0

**NDE County District No:** 28-0066

28-0000	<b>School Name:</b> Paddock Road Elementary
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NDE School ID: 28-0066-009

[illegible]



**District Name:** Westside Community Schools  
**NDE County District No:** 28-0066  
**School Name:** Paddock Road Elementary  
**NDE School ID:** 28-0066-009

	Brief Description	100s Total		200s Total		300s Total		400s Total	
		TOTAL Cost from Above		Enter "1" Below		Enter Total Annual Cost		Enter Total Annual Cost	
		Percentage	Total for Row	Percentage	Total for Row	Percentage	Total for Row	Percentage	Total for Row
200 Benefits			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
300 Purchased Service/ Lease Agreement			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
400 Supplies & Materials/ Operational Equipment			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0
500			\$0		\$0		\$0		\$0
			\$0		\$0		\$0		\$0

<b>District Name:</b>	Westside Community Schools
<b>NDE County District No:</b>	28-0066
<b>School Name:</b>	Paddock Road Elementary
<b>NDE School ID:</b>	28-0066-009

Capital Outlay	Brief Description	Number Participating	Cost per Person	Total for Row
600 Travel/ Professional Development				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
600s Total				\$0
Indirect Costs				
(Reasonable and Necessary to Support the Purposes of this Grant)				
Year 4 Budget Total				
				\$0

## (Optional) Year 5 Budget (2020-21)

Indicate Year 5  
Activities by marking  
an "X" below

Full Implementation	
Sustaining Reforms	

100 Salaries	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0



**NDE County District No:** 28-0066

**School Name:** Paddock

NDE School ID: 28-0066-

[illegible]

**District Name:** Westside Community Schools  
**NDE County District No:** 28-0066  
**School Name:** Paddock Road Elementary  
**NDE School ID:** 28-0066-009

Capital Outlay	Brief Description	Number Participating	Cost per Person	Total for Row
600 Travel/ Professional Development				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
500s Total				\$0
600s Total				\$0
(Reasonable and Necessary to Support the Purposes of this Grant)				
Year 5 Budget Total				\$0

**Total School Budget for Time Period of Grant** **\$277,000**

